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ABSTRACT

This guide consists of a set of goals and learning outcomes for the entire secondary German program, with emphasis on practical application of present-day spoken and written German. The goals and outcomes are divided so as to provide a suitable structure for course development and materials selection at the local level. The importance of evaluation is discussed, and the goals and outcomes are spelled out for each of ten "levels" and for culture. The ten level system shows a sequential development and can be adapted for programs of varying types and lengths. An appendix contains a paper that examines current research into the importance of learning a language, the ideal stage in child development to begin the study of a second language, effective language teaching, how children learn languages, and several other factors to be considered in setting up a language program. An extensive bibliography completes the volume. (AMH)

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SECONDARY GUIDE

GERMAN PROGRAMME

Curriculum Development Branch
Division of Educational Programmes-Schools
Department of Education
British Columbia

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Background to the guide

German is a living language, and the need for revision of the Secondary German programme, from time to time, is obvious. Within the last ten years, students' needs have changed, away from the purely academic, to a more practical and applied use of the language. For instance, many students want to travel in German-speaking countries, others wish to speak the language of their parents' or ancestors' culture, or simply learn more about the culture of their friends and neighbours. Also, with changing times, the content of the programmes needs up-dating; and, from the many suggestions voiced by teachers and students of German alike, it has been obvious that more contemporary programmes will be appreciated by all. Finally, many new materials with new approaches have become available.

Use of the guide

The guide consists of a set of goals and learning outcomes for the entire secondary German programme. In using the guide the following should be kept in mind:

1. The goals and learning outcomes are considered to be minimum requirements for a **full** German programme i.e. if the students are being given credit for a full programme the school(s) must teach at least the levels of goals and learning outcomes indicated in the guide.
2. It is recognized that each district may not be able to offer the total programme. In that case an appropriate number of levels should be offered.
3. The ten level system showing a sequential development for teaching German allows for a maximum degree of decision-making at the local level because of its flexibility. Depending on the type of programme offered by the district, the levels could be adapted for:
   a) a five year (8-12) programme
   b) a four year (9-12) programme
   c) a three year (10-12 or Beginners 11, 11-12) programme
   d) semestered or full year programmes
   e) a completely individualized level credit programme with students of several levels mixed in the classroom or other variations produced by district situations.

   The chart on page 8 provides a number of selected alternative organizations for a full district programme based on the levels and on the materials outlined in the list of prescribed materials. The relationship of materials to the learning outcomes is expanded on in the Resource Book available from Publication Services, Department of Education, Victoria.

   Districts planning to offer German at the grade 8 level should see the **Administrative Bulletin for Secondary Schools** section on languages at grade 8 and/or the Resource Book indicated above.
4. The extent to which students achieve the particular goal or learning outcome will depend on their abilities, cultural backgrounds, maturity and interests.
5. Because the German programme is a complex continuum, the goals and learning outcomes are not divided into courses or grade levels. They are intended to provide a suitable structure for course development and materials selection at the local level.

   It is important that, within each district, the teachers of German discuss and expand on the goals and learning outcomes, and agree both on the emphasis to be placed and the number of levels to be approached in each grade.

   Translation of goals and learning outcomes into specific behavioral objectives and teaching strategies, course design, selection of texts, and evaluation procedures are also topics for local discussion.
6. **Die Quelle,** A Resource Book for Secondary German, is available to accompany this guide from Publication Services, Dept. of Education, 878 Viewfield Road, Victoria, B.C. This Resource Book contains such things as: suggested levels for each year of the programme, annotated lists of prescribed materials, annotated lists of other available materials, possible teaching strategies, possible films, sources of possible classroom aids, etc.
7. In implementing this guide, teachers should keep in mind that whatever analytical divisions a curriculum guide might make for the purposes of clarity, such divisions obviously will not dictate the way in which material is presented in the classroom.

Suggested alternative organizations for secondary German levels 1-10

<table>
<tr><th>LEVEL</th><th>Vorwärts — Alternatives I</th><th>Vorwärts — Alternative II</th><th>Vorwärts — Deutsch 2000 Alternative III</th></tr>
<tr><td>1</td><td rowspan="2">Vorwärts Kurzfassung — Grade 8

Lessons 1-14</td><td rowspan="3">Vorwärts Kurzfassung — Grade 9

Lessons (1-24)</td><td rowspan="6">Deutsch 2000 Stage One

Beginner's German 11</td></tr>
<tr><td>2</td></tr>
<tr><td>3</td><td rowspan="2">Vorwärts Kurzfassung — Grade 9

Lessons 15-28</td></tr>
<tr><td>4</td><td rowspan="2">Vorwärts Kurzfassung — Grade 10
Lessons 25-28</td></tr>
<tr><td>5</td><td rowspan="2">Vorwärts Stage Three
Grade 10</td></tr>
<tr><td>6</td><td>Vorwärts Stage Three
Grade 10</td></tr>
<tr><td>7</td><td rowspan="2">Vorwärts Stage Four

Grade 11</td><td rowspan="2">Vorwärts Stage Four

Grade 11</td><td rowspan="2">Vorwärts Stage Four

Grade 11</td></tr>
<tr><td>8</td></tr>
<tr><td>9</td><td rowspan="2">Vorwärts Stage Five
Grade 12</td><td rowspan="2">Vorwärts Stage Five
Grade 12</td><td rowspan="2">Vorwärts Stage Five
Grade 12</td></tr>
<tr><td>10</td></tr>
</table>

The importance of evaluation

Evaluation determines whether, and to what extent, the learning outcomes have been achieved. Part of its purpose is to establish whether the minimum course standards set by the district or school have been met but, as importantly, its purpose is to improve educational decision making.

If knowledge of a test result, checklist, or any other form of measurement does not enable you to make a better decision, then the instrument serves little purpose and might just as well not be used. However, if you critically examine these measurements and **combine** this data with information such as your informal observations and judgments, you can make better decisions about teaching and learning.

Some examples of how evaluation might be used include:

1. determining student knowledge, skills, and attitudes at the **start** of a course unit. This will enable the instructional programme to be tailored to both the needs of the individual and those of the group.
2. **ongoing** evaluation during a course or unit enables students to assess their progress and teachers to diagnose weaknesses and alter methods or materials accordingly.
3. evaluation at the **end** of a course or unit enables the teachers to know the degree to which outcomes have been achieved and to make judgements on the overall effectiveness of the instructional programme.

Three audiences receive direct benefit from evaluation: students — who receive concrete information about their progress; teachers — who are able to plan programmes based on factual information; and parents — who deserve a clear statement of what students are learning.

Specifically within the German programme, it is important that teachers carefully and **systematically** evaluate the speaking and listening areas as well as the reading and writing areas.

Evaluation misused can be destructive. Evaluation overused can interfere with the process it is designed to assist. Evaluation not used, however, denies teacher, student, and parent valuable information on progress being made.

Goals and learning outcomes

PHILOSOPHY OF THE PROGRAMME

As the goals of this guide indicate, the principal focus of the German language programme is on practical application of present day, spoken and written, German, although students who have the desire to study the language at the university should not be neglected. GERMAN, a positive and enjoyable learning experience, should be the motto and to facilitate that a thorough attempt has been made to formulate learning outcomes which can be attained realistically by our students in British Columbia.

GOALS

A goal is a general statement about the intention of the programme. An example is:

> "To provide the student with sufficient vocabulary and structure to have a basic **comprehension** of German, both spoken and written."

The goals of the Secondary German programme are:

1. To make second language learning a satisfactory, positive, and enjoyable experience.
2. To provide the student with sufficient vocabulary and structure to have a basic comprehension of German, both spoken and written.
3. To provide the student with sufficient vocabulary and structure to be able to **communicate** in both spoken and written German in everyday life.
4. To provide the student with a knowledge of the basic structural similarities and differences between German and English for the purpose of developing a better understanding of and appreciation for English.
5. To broaden the student's interests in life beyond local and national horizons.
6. To provide the student with an awareness of the contributions of German-speaking people to the culture of Canada.
7. To introduce a basic knowledge of the geography and culture of countries in which German is the language of a major element of the population.
8. To provide the student with language skills which may be needed either to meet post-secondary requirements or to take advantage of vocational opportunities.
9. To provide the student with second language learning skills which may facilitate the study of further languages.
10. To introduce the student to traditional and contemporary literary expression both in German and in translation.

LEARNING OUTCOMES

A learning outcome is a more specific statement relating to one or more of the goals. It is student-centred and indicates the general time frame within which the learning outcomes should be accomplished, the general level of expertise desired, and provides several example. An example of a learning outcome is:

"By the end of Level One the student should be able to understand and make a physical response to such commands and directions as:

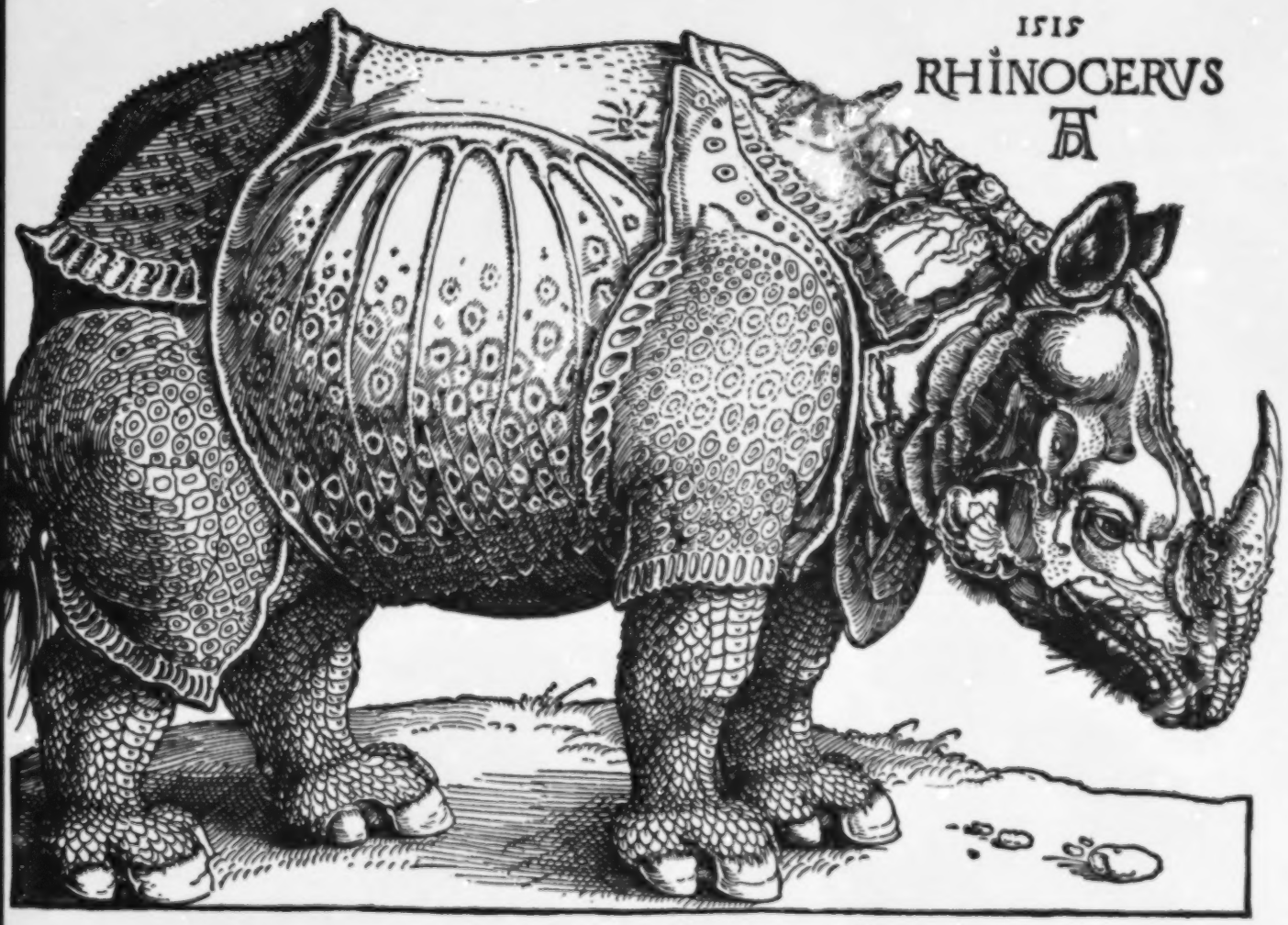
a) "Komm!"

b) "Geh!"

c) "Öffne das Buch," etc. when presented orally.

EXAMPLES ARE NOT INCLUSIVE

Many more examples should be provided by the teacher. This is not intended as a checklist.



Woodcut — ALBRECHT DURER

Listening and understanding *Level* 1

By the end of LEVEL ONE the student should:

1. be able to understand simple words such as:
   a) cognates like "Winter" and "Wind"
   b) related words such as "beginnen" and "Klasse", etc.
   when presented orally.

2. be able to understand simple sentences containing cognates or related words or those phrases which can be demonstrated by action such as:
   a) "Sie singen laut."
   b) "Ich trinke Wasser."
   c) "Sie sind Schüler.", etc.
   when presented orally.

3. be able to understand and make a physical response to such commands and directions as:
   a) "Komm!"
   b) "Geh!"
   c) "Öffne das Buch!", etc.
   when presented orally.

4. be able to recognize definite and indefinite articles as well as the use of "kein".

5. understand and enjoy common poems, nursery rhymes and songs such as folksongs, popular songs, and Christmas Carols.

6. be able to apply the nominative and accusative cases, singular, of definite articles such as:
   a) "Der Schüler sieht die Lehrerin."
   b) "Die Schülerin fragt den Lehrer."
   c) "Das Kind nimmt das Buch.", etc.
   when presented orally.

7. be able to understand personal pronouns in the nominative case when presented orally.

8. have developed an oral awareness of such sounds as:
   a) rhyming words
   b) initial, medial, and terminal consonant sounds
   c) distinctly phonetic vowel sounds.

Speaking *Level* 1

By the end of LEVEL ONE the student should:

1. be able to use expressions (words, phrases, sentences) by echoing and double echoing the teacher's model. Most of the words will be cognates or related words such as:
   a) "Bär, Eis"
   b) "singen", etc.

2. be able to repeat simple sentences, which contain the nominative and accusative cases (the singular of the definite article), in the following patterns:
   a) Subject/Verb "Ich sitze."
      "Der Junge schreibt."
   b) Subject/Verb/Object "Die Dame öffnet die Tür."
   c) Subject/Verb/subject completion "Der Apfel ist rot."

3. be able to respond orally to simple commands and directions such as:
   a) "Komm! Ich komme."
   b) "Öffne das Buch! Ich öffne das Buch.", etc.

4. be able to use the personal pronouns in the nominative case with a limited number of verbs, preferably cognates.

5. be able to recite the alphabet using German pronunciation.

Reading *Level* 1

By the end of LEVEL ONE the student should:

1. be able to "read" pictures and state, within the vocabulary learned orally, the names of persons, animals, things, and actions within those pictures such as:
   a) "der Junge, das Mädchen"
   b) "die Katze"
   c) "das Auto"
   d) "sagen", etc.

2. be able to read expressions (words, phrases, sentences) mastered orally.

Writing *Level* 1

By the end of LEVEL ONE the student should:

1. be able to write expressions (words, phrases, sentences) mastered orally.

2. know the basic rules of capitalization in the German language.

Listening and understanding *Level* 2

By the end of LEVEL TWO the student should:

1. be able to indicate an understanding of by responding to such everyday expressions as:
   a) "Wohin gehst du? Nach . . . . "
   b) "Wie ist das Wetter?"
   c) "Hast du Hünger?", etc.

2. be able to understand some basic nouns, and expressions in such areas of interest as:
   a) time, date
   b) weather
   c) food, restaurants
   d) seasons
   e) class objects
   f) travel
   g) home, family
   h) clothing
   i) numbers
   j) vocations
   k) shopping
   l) directions
   m) colours, etc.

   when presented orally.

3. be able to recognize the difference between the familiar and formal address (e.g. "du, Sie") when presented orally.

4. be able to understand adjectives and adverbs in connection with the basic areas of interest. Such items might include:
   a) "groß, klein" (used as a predicate adjective only)
   b) "hell, dunkel" (used as predicate adjective only)
   c) "heute, morgen"
   d) "sehr, schon", etc.

   when presented orally.

5. be able to understand common verbs (copula, transitive, intransitive) in the present tense such as:
   a) sein
   b) schreiben
   c) gehen
   d) kommen
   e) fahren
   f) lesen, etc.

6. be able to recognize the basic interrogatives such as:
   a) "Wer _____ ?"
   b) "Was _____ ?"
   c) "Wen _____ ?", etc.

   when presented orally.

7. be able to recognize the interrogative form when presented orally:
   a) "Kommst du?", etc.

8. be able to recognize the negative form when it is presented orally:
   a) "Ich weiß/ich weiß nicht.", etc.

9. be able to recognize the compound sentences using co-ordinate conjunctions such as:
   a) "und"
   b) "oder"
   c) "denn"
   d) "aber", etc.

Speaking *Level* 2

By the end of LEVEL TWO the student should:

1. be able to make independent oral use of simple expressions such as greetings and be able to engage in elementary conversations such as:
   a) "Guten Tag. Wie geht's? . . . Danke gut."
   b) "Wie heißt du? . . . Ich heiße . . .", etc.

2. be able to make independent oral use of such basic sentence patterns as:
   a) "Ich bin————————Jahre alt."
   b) "Ich wohne in————————."
   c) "Ich gehe in die Schule, nach Hause", etc.

3. be able to independently make simple oral statements related to such areas of interest as:
   a) time, date
   b) weather
   c) food, restaurants
   d) seasons
   e) class objects
   f) travel
   g) home, family
   h) numbers
   i) vocations
   j) shopping
   k) directions
   l) colours, etc.

   Such oral statements would be at about the following level of difficulty:
   a) "Wir haben heute Montag, den————————."
   b) "Das Wetter ist schön. Die Sonne scheint."
   c) "Ich habe den Frühling gern."
   d) "Der Bleistift ist kurz."
   e) "eins, zwei, drei, vier . . . tausend", etc.

4. be able to make appropriate use of the formal "Sie" and the informal "du".
   a) "Wie heißen Sie? . . . Ich heiße Frau Schmidt.", etc.

5. be able to memorize and recite short passages, for example:
   a) simple rhymes
   b) simple dialogues
   c) lyrics of popular songs, etc.

6. be able to correctly use the basic interrogatives such as:
   a) "Wer ———————————— ?"
   b) "Was ———————————— ?"
   c) "Wen———————————?", etc.

7. be able to make correct use of the interrogative form when speaking:
   a) "Hast du dein Buch?"
   b) "Wo ist dein Freund?", etc.

8. be able to make correct use of the negative form when speaking:
   a) "Ich schreibe nicht."
   b) "Ich spreche nicht Spanisch" or "Ich spreche kein Spanisch.", etc.

9. be able to make simple oral statements in inverted word order.

10. be able to make simple oral statements using coordinate conjunctions.

Reading *Level* 2

By the end of LEVEL TWO the student should:

1. be able to read a variety of expressions (words, phrases, sentences) such as:
   a) "Herr Nagel"
   b) "der Hund, das Fenster, die Maus"
   c) "gehen, lesen, heißen"
   d) "ja, nein, danke, auf Wiedersehen"
   e) "Die Katze trinkt die Milch", etc.

2. be able to read sequences of pictures and state within the vocabulary learned orally, the names of persons, animals, and actions within the pictures.

3. Have developed some word attack skills for analyzing newly encountered words. Such skills would include:
   a) being able to read the letters of the alphabet.
   b) identifying the function of the Umlaut (ä, ö, ü, äu) in reading such words as "die Hand", and "die Hände", "das Buch" and "die Bücher", "tragen" and "trägt", etc.

Writing *Level* 2

By the end of LEVEL TWO the student should:

1. be able to distinguish the letters of the alphabet when presented orally and write them correctly.

2. be able to write appropriate expressions (words, phrases, sentences) referring to pictures or objects from the centres of interest of the oral work.

3. know the written form of common greetings and idioms such as:
   a) "Auf Wiedersehen."
   b) "Wohin gehst du? Nach . . ."
   c) "Wo wohnen Sie?", etc.

Listening and understanding *Level* 3

By the end of LEVEL THREE the student should:

1. be able to follow more complex directions such as:
   a) "Schreib deinen Namen an die Tafel!"
   b) "Schreibt eure Namen an die Tafel!", etc.
   when presented orally.

2. be able to recognize the plural of a limited number of nouns and verbs such as:
   a) "die Hand, die Hände"
   b) "Wir schreiben"
   c) "Schreibt ihr?"
   d) "Sie schreiben", etc.

3. be able to recognize simple structures in the simple past and present perfect when they are presented orally.
   a) "Gestern war Sonntag"
   b) "Was hast du . . . gemacht, getan, getrunken?", etc.

4. be able to recognize the possessive adjectives in the nominative and accusative when they are presented orally.
   a) "kein"
   b) "mein", etc.

5. be able to recognize "das" as a pronoun when presented orally.
   a) "Das ist hier."
   b) "Ich nehme das", etc.

6. be able to understand the plural forms of the definite and indefinite articles in the nominative and accusative when presented orally.
   a) "keine Bücher"
   b) "den Menschen", etc.

7. be able to understand prepositions with the accusative when presented orally.
   a) "bis"
   b) "durch"
   c) "ohne"
   d) "für"
   e) "gegen"
   f) "um", etc.

8. be able to make an auditory distinction between: vowel sounds including modified vowels, consonant blends (such as ch, sch, st, sp, pf, th), and digraphs and diphthongs (such as u, l, v-(f), w-(v), eu, u, ei, du).

9. be able to understand inverted word order (verb-subject) in sentences such as:
   a) "Im Sommer **ist das** Wetter schön.", etc.

Speaking *Level* 3

By the end of LEVEL THREE the student should:

1. be able to carry out and describe in German the action which follows a more complex command such as:
   a) "Bringe die Limonade in den Kühlschrank . . . ."
   "Ich bringe die Limonade in den Kühlschrank."
   b) "Lege dein Buch gegen das Pult!" . . . "Ich lege mein Buch gegen das Pult.", etc.

2. be able to make efficient oral use of the plural of some common nouns as well as the plural forms of verbs such as:
   a) "Ich habe zwei Hände."
   b) "Wir haben viele Deutschbücher."
   c) "Habt ihr eure Bücher?", etc.

3. be able to make correct use of:
   a) simple past of "sein"
   b) present perfect tense of other verbs "Sie haben nichts gesagt."

4. be able to make correct use of the singular and plural adjectives in the nominative and accusative.

5. be able to articulate characteristic German speech sounds such as modified vowels, digraphs, and diphthongs.

6. be able to make correct use of the plural form of the definite and indefinite articles in the nominative and accusative.

7. be able to make correct use of the prepositions with the accusative.

Reading *Level* 3

By the end of LEVEL THREE the student should:

1. have a mastery of a basic sight vocabulary based on words appearing in oral work up to Level Two.

2. have developed some word attack skills for analyzing newly encountered words. Such skills would include:
   a) using picture clues
   b) using context clues
   c) being able to use all consonant sounds in analyzing new words such as "bekommen," "brauchen", "das Geschäft"
   d) reading vowel combinations such as "au", "ei", "eu", "ie"
   e) reading the German "j", etc.

3. have a greater ability to follow a sequence of ideas, in reading pictures both with and without accompanying printed text.

4. be able to read aloud simple texts.

5. be able to use word stems already learned to recognize the meaning of similar forms when reading such as:
   a) "hoffen" as related to "hoffe"
   "hoffnungsvoll" or "hoffnungslos", etc.

6. be able to read with understanding simple and compound structures using the interrogative, negative, simple past, and present perfect forms of those expressions learned orally.

7. be able to use a bilingual dictionary.

8. be able to make correct use of the plural form of the definite and indefinite articles in the nominative and accusative.

9. be able to make correct use of the prepositions with the accusative.

Writing *Level* 3

By the end of LEVEL THREE the student should:

1. be able to **create** short sentences in the normal word order using the vocabulary developed within the centres of interest such as:
   a) "Was ist das? Das ist ein Buch."
   b) "Wir gehen in die Schule."
   c) "Ich habe meinen Freund gesehen", etc.

2. be able to recognize orally and apply differences in German-English spelling as:
   a) For the long "e" sound the English would use "ei" and the German "ie"
   b) For the long "i" sound the English would use "ie" and the German "ei"
   c) For the "t" sound the German "th" is included, etc.

3. be able to recognize orally and write correctly the sounds:
   a) "ä" b) "ö" c) "ü"

4. be able to write correctly a short passage based on vocabulary and structures already mastered (except the past tenses).

5. be able to write simple and compound sentences using the interrogative and negative within the vocabulary learned orally.

Listening and understanding *Level* 4

By the end of LEVEL FOUR the student should:

1. be able to listen with greater understanding to rhythm and the glottal stop in words and phrases such as:
   a) "die Nation"
   b) "die Computerwissenschaft"
   c) "Wir/essen", etc.

2. be able to understand a more expanded vocabulary in the areas of interest indicated in Level Two and be able to understand simple words and phrases in such expanded areas of interest as:
   a) shopping
   b) hotels and restaurants
   c) money and bank
   d) seasonal changes
   e) post office
   f) telephone
   g) transportation, etc.

   when presented orally.

3. be able to understand simple idioms of time and situation such as:
   a) "Jeden Morgen," "Ende Juli"
   b) "Ich bleibe stehen."
   c) "Alles Gute zum Geburtstag!"
   d) "Wieviel kostet . . . ?", etc.

   when presented orally.

4. be able to follow with ease compound sentences using co-ordinate conjunctions when these are presented orally.

5. be able to understand the most commonly used form of the subjunctive (eg. "möchte", would like) when presented orally.

6. be able to understand the personal pronoun in the accusative when presented orally:
   a) "mich"
   b) "dich"
   c) "uns", etc.

7. be able to recognize the demonstratives ("dies-, jen-, jed-, manch-, welch-, solch-") used as pronouns and adjectives in the nominative and accusative, singular and plural, when presented orally.

8. be able to recognize the dative in:
   a) case "den Menschen"
   b) prepositions "aus, außer, bei, mit"
   c) verbs "helfen, danken", etc.

9. be able to understand modal auxiliaries in the present and simple past forms when heard orally.
   a) "Ich kann sie verstehen."
   b) "Ich wollte einen Brief schreiben.", etc.

10. be able to follow the sequences of ideas in an orally presented story and write down key words and basic ideas in English.

Speaking *Level* 4

By the end of LEVEL FOUR the student should:

1. be able to produce the correct rhythm, stress, and the glottal stop within the oral vocabulary such as:
   a) "Donnerwêtter!"
   b) "die Jahreszeit"
   c) "August" (fore.gn words stress last syllable)
   d) "die Fotografiè" (foreign words stress last syllable)
   e) "der/Abend?
   f) "das/Essen", etc.

2. be able to use the oral usage of common idioms of time and situation such as:
   a) "Jeden Abend"
   b) "Ich möchte gern————."
   c) "Wie lange————?"
   d) "Wieviel kostet————?"
   e) "Mitte März"
   f) "Frohe Ostern!"
   g) "Wann kommst du?", etc.

3. be able to use the modal auxiliary in the present and simple past forms.
   a) "Ich kann Deutsch sprechen."
   b) "Er mußte zu Hause bleiben."

4. be able to use the personal pronoun in the accusative.

5. be able to use the demonstratives as pronouns and adjectives in the nominative and accusative, singular and plural.

6. be able to use the dative in case, prepositions and verbs.

Reading *Level* 4

By the end of LEVEL FOUR the student should:

1. have a mastery of a basic sight vocabulary based on words appearing in oral work up to Level Three.
2. have the ability to read and follow a sequence of ideas in a story and to select main ideas from that story.
3. be able to read simplified material such as:
   a) stories
   b) non-fiction
4. have further strengthened word attack skills and is able to:
   a) read digraphs such as "ch", "ck", "tz", "sp", "st", and "pf".
5. be able to read, and translate into good English, simple German sentences.

Writing *Level* 4

By the end of LEVEL FOUR the student should:

1. be able to use the stem of a word to form derivatives of the word such as:
   a) "Kommen" might be used by the student to write "gekommen", "bekommen"
   b) "hören" might be used by the student to write "zuhören", "gehören", etc.
2. have had experience in writing many variations of simple ideas expanding on sentences such as:
   a) "Das ist ein Kugelschreiber" might be used in variations changing the original simple sentence by adding words and phrases using a plural form, replacing the noun, etc.
3. be able to take dictation of pre-read material.
4. be able to take dictation of unseen material appropriate to the student's level.
5. be able to recognize orally and write correctly all sounds of the German language encountered to Level Four.
6. be able to write sentences using the modal auxiliary, simple past, and present perfect forms within the vocabulary learned orally.

Listening and understanding *Level* 5

By the end of LEVEL FIVE the student should:

1. be able to follow simplified versions of fiction and non-fiction when presented orally.

2. be able to orally recognize all of the possessive adjectives and the adjective declensions.

3. be able to recognize orally the future tense in questions and statements. Examples might include:
   a) "Er wird nach Vancouver fahren."
   b) "Werden sie nach Österreich fliegen?"

4. be able to recognize the genetive case (possessive) when it is presented orally.
   a) "Dianas Auto ist ein Opel und fährt sehr gut."
   b) "Die Freunde des Mädchens fahren in die Stadt, weil sie einkaufen wollen.", etc.

5. be able to recognize complex sentences with subordinate conjunctions such as:
   a) "wenn" b) "daβ". etc.
   Examples might include:
   a) "Ich bin froh, daβ Ken gekommen ist."
   b) "Wenn wir Ferien haben, reisen wir nach Deutschland.", etc.

Speaking *Level* 5

By the end of LEVEL FIVE the student should:

1. be able to engage in dialogues or short dramatizations which have either been provided or which the student will prepare in advance. Examples of the level intended might be:
   a) "Wohin gehst du?
   Ich gehe in die Stadt.
   Was machst du da?
   Ich gehe einkaufen.
   Was kaufst du gern?
   Ich kaufe eine Schallplatte", etc.
   b) "Groβmutter, warum hast du so groβe Augen?
   Damit ich dich besser sehen kann.
   Groβmutter, warum hast du so groβe Ohren?
   Damit ich dich besser hören kann.
   Groβmutter, warum hast du so einen groβen Mund?
   Damit ich dich besser fressen kann.", etc.

2. be able to make simple oral statements using the genetive case (possessive), using subordinate conjunctions, and using all adjective forms.

Reading *Level* 5

By the end of LEVEL FIVE the student should:

1. have a mastery of a basic sight vocabulary based on words appearing in oral work up to Level Four.

2. have further strengthened word attack skills and is able to:
   a) demonstrate understanding of the use of prefixes and suffixes.
   b) read consonant blends including those caused by diminutive forms.

   Examples might include:
   a) "das Tischchen"
   b) "nichts"
   c) "das Büchlein", etc.

3. be able to demonstrate understanding of a sequence of ideas in narratives by making simple references and voicing opinions in English.

4. be able to read **simplified** material, both fiction and non-fiction, using the structures encountered to Level Four. Examples might include:
   a) news items
   b) articles of special interest
   c) recipes
   d) mystery stories, etc.

Writing *Level* 5

By the end of LEVEL FIVE the student should:

1. have extended the ability to use:
   a) prefixes and suffixes in words such as "herkommen", "Bedeutung" and "Verzeichnis", etc.
   b) correct spelling of consonant blends in words such as "das Hirschhorn" and "das Eichhörnchen", "die Schiffahrt" and "die Fluggesellschaft", etc.

2. be able to show an understanding of an oral presentation in German by means of written comments in both English and German.

3. be able to write short sentences in German describing or commenting on passages read.

4. be able to do simple translation of English sentences into German.

Listening and understanding *Level* 6

By the end of LEVEL SIX the student should:

1. be able to listen with greater understanding:
   a) following the general idea of more complex contemporary non-fiction and fiction material.
   b) giving accounts in English of the main ideas and significant details within the more complex material.

2. be able to understand idiomatic expressions of greater complexity, such as:
   a) "sich auf den Weg machen"
   b) "Aufnahmen machen"
   c) "Angst haben"
   d) "Du kannst mich gern haben.", etc.

   when presented orally.

3. be able to understand the use of reflexive verbs and pronouns when presented orally. Examples might include:
   a) "Der Kellner wäscht sich die Hände."
   b) "Ken hat sich auf den Weg gemacht.", etc.

4. have an extended vocabulary of nouns, verbs and phrases within such areas of interest as:
   a) time, date
   b) weather
   c) food, restaurants
   d) seasons
   e) travel
   f) clothing
   g) vocations
   h) shopping
   i) directions, etc.

5. be able to recognize orally the past perfect tense form in questions and statements. Examples might include:
   a) "Waren Sie auch in der Schweiz gewesen?", etc.

Speaking *Level* 6

By the end of LEVEL SIX the student should:

1. be able to prepare simple responses in sentence form involving tenses covered (present, past, future) and reflexive structures within such topic of conversation as:
   a) current interest items
   b) local, national, and international news, etc.

2. be able to participate in role-playing in short self-written dialogues and plays, other than the known fairy tales, whereby idiomatic expressions are used with greater confidence and ease. Examples of idiomatic expressions might include:
   a) "Die beiden machten sich auf den Weg . . . ."
   b) "Warum hast du Angst?"

3. be able to recite such items as:
   a) short saying "Haussprüche"
   b) short poems or song lyrics, etc.

4. be able to engage in simple extemporaneous conversations covering situations for which sufficient vocabulary has been learned previously.

5. be able to independently make oral statements related to such areas of interest as:
   a) time, date
   b) weather
   c) food, restaurants
   d) seasons
   e) travel
   f) clothing
   g) vocations
   h) shopping
   i) directions, etc.

Reading *Level* 6

By the end of LEVEL SIX the student should:

1. have a mastery of a basic sight vocabulary based on words appearing in oral work up to Level Five.

2. have become aware of simple connotations and obvious shades of meaning such as:
   a) "bloß" and "rein"
   b) "das Band" and "der Band"
   c) "Keller" and "Kellner"
   d) "schlau", "weise", and "klug", etc.

3. be able to read such abstract words as:
   a) "das Verständnis"
   b) "die Treue"
   c) "die Gemütlichkeit", etc.

4. be able to understand the function of utility words such as:
   a) "ja"
   b) "doch"
   c) "halt"
   d) "nicht wahr", etc.

5. have increased sensitivity within German readings to:
   a) ideas
   b) cause and effect
   c) characterization
   d) colourful language, etc.
6. be able to use the bilingual dictionary.
7. be able to read abridged or adapted reading material.

Writing *Level* 6

By the end of LEVEL SIX the student should:

1. show increasing awareness of the functions words perform as parts of speech within sentences.
2. become aware of shades of meaning and the importance of context in written work.
3. show increasing sensitivity to more colourful descriptive language in describing such things as:
   a) size
   b) shape
   c) colour
   d) direction
   e) cause and effect
   f) characterization, etc.
4. be able to write in German short personal letters, short non-fiction paragraphs, or a summary of a narrative using the structures learned orally up to Level Six.
5. be able to reply in written German to questions posed in German either orally or in writing.

Listening and understanding *Level* 7

By the end of LEVEL SEVEN the student should:

1. have a keener awareness of similar sounds especially with modified vowels, diphthongs and digraphs such as:
   a) "kennen, können"
   b) "sitzen/setzen"
   c) "legen/liegen/lügen"
   d) "das Feuer, die Feier", etc.
2. be able to understand all tenses of the modal auxiliaries except the future perfect when presented orally in statements and questions such as:
   a) "Er hat es tun können."
   b) "Hatte Ursula ihren Koffer für die Reise packen wollen?"
   c) "Die Klasse wird morgen nach Prince George fahren dürfen?", etc.
3. be able to understand a sentence using relative pronouns when these are presented orally. Examples might include:
   a) "Ernst, der in Hamburg war, kam nach Kanada."

Speaking *Level* 7

By the end of LEVEL SEVEN the student should:

1. be able to conduct a prepared **conversation** using tenses and structures covered to this point as the situation requires.
2. be able to conduct a simple unprepared **conversation** using the present, past, and present perfect tenses.
3. be able to make simple oral statements and questions in the past perfect and future tenses. Examples might include:
   a) "Ich war im Kino gewesen."
   b) "Werden sie auch nach Zürich kommen?", etc.

Reading *Level* 7

By the end of LEVEL SEVEN the student should:

1. have a mastery of a basic sight vocabulary based on words appearing in oral work up to Level Six.
2. read elementary German fluently.
3. be able to demonstrate intellectual participation in fiction and non-fiction pieces whether read orally or silently, in class or independently.
4. have read some German literature, written at a simple level.
5. be able to read, and translate into idiomatic English, simple German passages.

Writing *Level* 7

By the end of LEVEL SEVEN the student should:

1. have a writing vocabulary approximately half that of the reading vocabulary.
2. have developed sufficient vocabulary to feel capable of making contributions in a written form despite a limited vocabulary.
3. be able to write in German coherent paragraphs or short compositions on a given topic.
4. be developing an ability to examine reading materials and be able to write short comments on elements such as:
   a) plot
   b) characterization
   c) setting, etc.

Listening and understanding *Level* 8

By the end of LEVEL EIGHT the student should:

1. be able to listen to paragraphs taken from supplementary readers or short stories in the school library and retell in English the sequence of events.

2. recognize colourful language and beauty of expression in short literary passages such as:

   a) "Wer mit dem Leben spielt
   Kommt nie zurecht.
   Wer sich nicht selbst befiehlt,
   Bleibt ewig Knecht."
   Goethe

3. be aware of the often funny but logical origins of certain expressions and words, such as:

   a) "Handschuh" — hand shoe — glove

   b) "Armband" — arm band — bracelet

   c) "Freibad" — free bath — outdoor pool, etc.

4. be able to understand the passive voice, the subjunctive mood, and conditional form in statements and questions when presented orally. Examples might include:

   a) "Wenn wir Geld hätten, würden wir nach Europa reisen."

   b) "Würdest du morgen kommen, wenn Ben fur dich Zeit hatte?"

   c) "Das Auto wird repariert.", etc.

5. be able to understand indirect discourse when it is presented orally. Examples might include:

   a) "Erika sagt, sie gehe in die Stadt."

   b) "Der Schaffner sagte, die Fahrgaste waren ausgestiegen.", etc.

Speaking *Level* 8

By the end of LEVEL EIGHT the student should:

1. be able to conduct a more complex prepared or unprepared conversation using clauses as well as variety in word order such as:

   a) "Weil Ben kein Geld hatte, mußte er zu Hause bleiben, ob er es wollte oder nicht.", etc.

2. be able to use in prepared conversations all grammatical structures encountered to this level.

3. be able to create with a group of students a ten to fifteen minute conversation, play, or other creative project in German.

Reading *Level* 8

By the end of LEVEL EIGHT the student should:

1. have a mastery of a basic sight vocabulary based on words appearing in oral work up to Level Seven.
2. be able to read slightly adapted and/or abridged fiction and non-fiction material with a minimal use of the dictionary.
3. have read German in translation including short stories, excerpts of novels or plays using such authors as:
   a) Günter Grass
   b) Heinrich Boll
   c) Thomas Mann
   d) Bertold Brecht
   e) Hermann Hesse
   f) Friedrich Durrenmatt, etc.

Writing *Level* 8

By the end of LEVEL EIGHT the student should:

1. have a writing vocabulary approximately half that of the reading vocabulary.
2. be able to write both formally and informally for varied purposes and situations, such types of writing as:
   a) instructional
   b) creative
   c) conversational, etc.
3. be able to use effectively in simple written form all grammatical structures except the passive voice, the subjunctive mood, and conditional forms.
4. be able to translate simple English paragraphs into German.
5. be able to effectively use all the rules for German punctuation which have been acquired in an ongoing process.
6. be able to use effectively all verb forms including:
   a) weak regular
   b) strong irregular (all seven groups)
   c) mixed.

Listening and understanding *Level* 9

By the end of LEVEL NINE the student should:

1. with necessary preparation be able to follow the general meaning of life-style conversations in German in situations such as:
   a) education
   b) current affairs
   c) vocations.
2. be able to enjoy oral presentations such as:
   a) songs
   b) drama
   c) musicals

   after necessary preparation.
3. develop an awareness of mood, suspense and atmosphere as well as of setting and humor in orally presented literature.
4. have an awareness of accent and modulation in words and sentences such as:
   a) " 'Na ja, so geh' in Gottes Namen!' seufzte die Mutter."
   b) "Das wird es wohl sein!"
   c) "Karl der Groβe wurde am Weihnachtstag im Jahre 800 zum Kaiser gekront.", etc.

Speaking *Level* 9

By the end of LEVEL NINE the student should:

1. with necessary preparation be able to respond in German to life-style conversations in areas such as:
   a) education
   b) current affairs
   c) vocations, etc.
2. enjoy acting in skits designed in class or adapted from their readings, with more emphasis on such elements as:
   a) correct speech habits
   b) oral portrayal of mood, suspense, and atmosphere
   c) humour in speech, etc.

Reading *Level* 9

By the end of LEVEL NINE the student should:

1. have a mastery of a basic sight vocabulary based on words appearing in oral work up to Level Eight.

2. be able to read more frequently, and with a minimal use of the dictionary, selected material which is unabridged and unadapted. Examples might include:
   a) sections of newspapers and magazines
   b) short stories, etc.

Writing *Level* 9

By the end of LEVEL NINE the student should:

1. have a writing vocabulary approximately half that of the reading vocabulary.

2. be able to write in German on any general interest topic after adequate preparation and with the use of a dictionary.

Listening and understanding *Level* 10

By the end of LEVEL TEN the student should:

1. be able to follow the general meaning of life-style conversations in German in situations such as:
   a) education
   b) current affairs
   c) vocations, etc.
2. be able to understand the future perfect in statements and questions when presented orally. Examples might include:
   a) "Ich werde die Stadt Dresden besucht haben."
   b) "Wirst du morgen deine Freunde besucht haben?", etc.

Speaking *Level* 10

By the end of LEVEL TEN the student should:

1. speak fluently in **elementary** German and be able to concentrate conversation on one topic.
2. have mastery of basic words, structures, grammatical concepts and idioms.
3. be able to contribute effectively in group discussions and other oral projects.

Reading *Level* 10

By the end of LEVEL TEN the student should:

1. have a mastery of a basic sight vocabulary based on words appearing in oral work up to Level Nine.
2. be able to read unadapted short storeis of moderate difficulty with pleasure and general understanding, although a dictionary might be used.

Writing *Level* 10

By the end of LEVEL TEN the student should:

1. have a writing vocabulary approximately half that of the reading vocabulary.
2. be able to write coherent compositions in German using all grammatical constructions encountered to this level within areas such as:
   a) education
   b) current affairs
   c) vocations, etc.

Culture

By the end of the secondary German programme the student should:

1. be aware of the highlights of the history of the German-speaking peoples.
2. be aware of the basic geography of countries in which German is the language of a large portion of the population — such as Germany, Austria, and Switzerland.
3. be acquainted with manners of greeting and address some of which are characteristic of German-speaking people. Example might include:
   a) "Herr Doktor"
   b) "Frau Studienrätin"
   c) "Küss die Hand"
   d) "Grüß Gott", etc.
4. be acquainted with festivals and celebrations characteristic of German-speaking peoples. Examples might include:
   a) Oktoberfest
   b) Karneval (Fasching)
   c) Maifest
   d) Weihnachtsfest, etc.
5. be acquainted with songs and folkdancing, old and modern, characteristic of German-speaking peoples.
6. be acquainted with the expressions of art of the German-speaking peoples, such as:
   a) literature (sagas, fairytales, mythology philosophy)
   b) music (popular, symphonic, operatic)
   c) visual art (architecture, sculpture, painting), etc.
7. be acquainted with costumes characteristic of German-speaking peoples, such as:
   a) Dirndlkleid
   b) Lederhosen, etc.
8. be aware of the different characteristics of German homes which might include:
   a) exterior wall paintings or proverbs in southern Germany, Austria and Switzerland
   b) use of stone building materials, etc.
9. be aware of similarities and differences between British Columbia's educational system and those of the German-speaking peoples. Such differences might include:
   a) streaming at different age levels
   b) variations in programme offerings, etc.

10. be aware of distinctive German leisure-time and vacation activities such as:
    a) hiking for young and old, family outings, and excursions, weekend trips, hostels.
    b) walking in parks which contain flowering plants arranged in decorative patterns and monuments to great poets, composers and heroes. Such parks strictly forbid stepping on the lawns.
    c) soccer and hockey
    d) emphasis on fresh air and health as well as "Kur" ("Luft and Wasser"), etc.
11. be aware of the location of representative palaces, castles and churches and also be aware of their characteristics in different ages.

12. be aware of German family traditions such as:
    a) people who still go shopping to the market place early in the morning to get the best and freshest fruit, vegetables, meat, fish, flowers, etc.

13. be aware of the names and values of German currency such as:
    a) Mark, Pfennig
    b) Schilling, Groschen
    c) Franken, Rappen, etc.

14. be aware of typical foods and beverages of German-speaking peoples such as:
    a) "Eisbein, Bratwurst, Sauerbraten"
    b) "Sauerkraut"
    c) "Apfelstrudel"
    d) "Wienerschnitzel"
    e) "Most", etc.

15. be aware of differences between the services offered by a German and Canadian post office which include:
    a) handling mail, telephone and telegraph
    b) handling most local and long distance bus services
    c) handling banking, etc.

Current research on second language learning

In the modern world, people who cannot speak at least two languages are obsolete.

Barbara Ward (Lady Jackson)
British Economist
Speaking at Carleton University
Ottawa[1]

He who knows no foreign language knows very little of his own.

Goethe

If any man can properly appraise the value of something he does not possess, I would place knowledge of languages high on the list of requirements for success.

Lord Beaverbrook
Canadian born millionaire
industrialist[2]

Many prominent people support second language learning. This paper examines current research into the importance of learning the language, the ideal stage in child development to begin the study of a second language, effective language teaching, how children learn languages, and several other factors to be considered in setting up a language programme. The bibliography on which this research paper is based was established in consultation with Dr. Ruth White (U.B.C.), Kathryn Smith (U.B.C.), Dr. Barry Bartlett (S.F.U.), Dr. H. Brockhaus (W.W.S.C.), and Dr. H.H. Stern (O.I.S.E.).

[1]As cited in Penfield Wilder, *Second Thoughts*, 1970, Toronto, McClelland and Stewart, p. 27.

[2]As cited in Parker, William R., *The National Interest and Foreign Languages*, 1961, Washington, U.S. Dept. of State, p. 115.

What is the importance of learning a second language?

Before considering any of the factors surrounding learning a second language, it is necessary to ask questions about its importance.

Several important by-products occur in the learning of a second language. Maria Alter, a well-known teacher of German, claims:

> Learning a foreign language leads to appreciating and understanding other people . . . what they have in common, but also (in) their differences.[3]

Sensitive language teaching is surely not only presenting vocabulary and drilling verbs. Studying the kind of people who speak the other tongue, what they have for breakfast, how they spend their Sunday afternoons, what music they listen to, is also vital. A better understanding of other countries prevents us from believing misinformation and forming generalizations, such as that all Frenchmen overindulge in rich food or that Germans run everything with military precision.

With the awareness that other people speak and do things in other ways we realize that our own nation is just one of many great and different ones.

> The cultural value of foreign language teaching is great and irreplaceable. It develops and sharpens the intellectual facilities, widens and enriches the mind, ennobles the spirit, and arms it against prejudice and national complacency, facilitates contact with other peoples and other cultures . . .[4]

We hear of a "shrinking world" and a "global village"; all the more reason why we must learn to appreciate our Canadian neighbour, and neighbour nations, through language study.

Besides helping our children to understand other people, we try today to prepare them for a very uncertain future:

> . . . to teach them how to adapt to still fluctuating ideals, ways of life and problems, jobs and environments . . . language plays a key role in such training.[5]

As they are forced to think and speak in a way which is new and strange to them they may become more psychologically adaptable by being freed from the bonds of their own culture and gaining a new perspective on other ways of living.[6]

Another value in acquiring a second tongue has been expressed by a British Columbia educator, Dr. Chant:

> Knowing a second language is a useful accomplishment, especially in these times when travel to other lands is much more common than formerly, and when many occupations require a knowledge of some language other than one's own.[7]

[3]Alter, Maria P., *A Modern Case for German*, 1970, American Association of Teachers of German, p. 13.

[4]Willigen, Dean M. Van, "The Cultural Value of Foreign Language Teaching", *Modern Language Journal*, vol. 48, no. 8, Dec. 1964, p. 482.

[5]Alter, *op. cit.*, p. 18-9.

[6]Chastain, Kenneth, *The Development of Modern Language Skills: Theory to Practice*, 1971, Philadelphia, Centre for Curriculum Development, Inc., p. 19.

[7]Chant, S.N.F., *B.C. Royal Commission on Education Report*, 1960, Province of B.C., p. 316.

Today we British Columbians can be in any European capital within half a day of leaving our doorstep. Leisure time is steadily increasing for people in many occupations and expensive trips may be quite easily financed. How much more rewarding travelling is when we can actually speak with the natives of the country we are visiting, and not be forced to rely on such frustrating and unnatural means of communication as sign language, pocket dictionary, or an intermediary such as a tour guide! Even a limited knowledge of another tongue is valuable in travel.

> . . . a foreigner coming to a country with some knowledge of its customs and some interest in its language is often especially welcome.[8]

Particularly in countries whose inhabitants have long since learned to expect foreigners to show no interest in the language of the country, the visitor who has made the effort to learn a little of the other tongue, even enough to say the equivalent of "thank you", meets with special friendliness.

Further, being bilingual is useful, if not essential, for many occupations in Canada today, including the civil service, the travel industry, journalism, teaching, university research, business, and federal politics. Also, language skills allow geographical mobility to take advantage of promotional opportunities in French-Canada or in countries outside the North American continent. In fact, without them there is little opportunity for anyone to go to another country and experience satisfying intercultural communication.[9]

Many international organizations find it wise to have their agents and employees in foreign places speak the language of the country they are working in.

> Business has found that by the adoption of foreign languages not only its representatives but the companies involved are treated with a great deal more respect and appreciation. And the interchange of business activities is accomplished more quickly and efficiently.[10]

> As one language teacher phrases it:

> Language, once it is gained, can be put to work for you. It can help you in your business or occupation, in your social life, in your travels, in your enjoyment of the world in general. It expands your horizons, and makes accessible to you the treasuries of world thought, both in your own chosen line of endeavor and in that broad field of leisure which modern technology has put within reach of practically all men.[11]

[8]Pei, Mario, *Language for Everybody: What It Is and How To Master It*, 1956, New York, Devin-Adair Co., p. 20.

[9]Lange, Dale E., E. James and J. Charles, (eds.), *Foreign Language Education, a Reappraisal*, 1972, Illinois, National Textbook Co., p. 365.

[10]Parker, *op. cit.*, p. 113.

[11]Pei, *op. cit.*, p. 21.

What is the ideal age to learn a modern language?

Who has not remarked how a young child coming to Canada from a foreign country will be chattering in English — with a light accent, if any — in a matter of months? And who cannot point to adults who, after decades of speaking English, still bear the distinct traces of their native tongue in pronunciation, intonation, and word order? Almost certainly these people immigrated to Canada in their middle teens or later.

At the same time, in order to acquire a second language in the way a young child learns to speak his native tongue, and given the average amount of time one spends in language classes, one would have to study a language from age nine to age fifty-five in order to acquire the fluency of a six year old child.

The arguments for beginning the learning of a second language at the elementary level are very powerful supported as they are by practical experience by Dr. Wilder Penfield, Canadian neurologist,[1] and even in some senses by the much quoted Clare Burstall in the recent British study.

These arguments focus on the value of beginning the learning of the second language at the elementary level in order to acquire native-like pronunciation, good listening comprehension, willingness to communicate and positive attitudes toward the other culture.[2]

What then if the opportunity of early language learning is missed? Some significant research results now enter the discussion. The Burstall study indicates that beginning language learning at the secondary level does not mean that students will not speak and listen well — though perhaps not quite as well as those who began at the elementary level. In addition, the older age is ideal for acquiring reading and writing skills.[3]

The Burstall team supports the claim of prominent language educator J.B. Carroll that:

> the most important factor in foreign language acquisition may well prove to be the total amount of time spent actively in the learning situation, rather than the age of the learner at the beginning of the learning process.[4]

Late learners may be cheered by the evidence that the length of time is more vital to success than the span of time over which a second language is studied. Burstall found that when the experimental pupils were compared at age 13 with control pupils of the same age, but who had been learning French for a shorter period, the performance of the experimental students in achievement was consistently superior to that of the control group.[5] Michael Buckby, in his analysis of the N.F.E.R. report, also agrees that the length of exposure to a foreign language is of crucial importance.[6]

[1]Brooks, Nelson, *Language and Language Learning: Theory to Practice*, 1964, New York, Harcourt, Bruce & World, Inc., p. 117.

[2]Burstall, Clare, *Primary French in the Balance*, 1974, Windsor, N.F.E.R. Publishing Co., Ltd.

[3]Burstall, *op. cit.*, p. 190.

[4]*op. cit.*, p. 34.

[5]*op. cit.*, p. 122.

[6]Buckby, Michael, *Is Primary French Really in the Balance?*, unpublished report, 1975, Language Teaching Centre, University of York, England, p. 4.

Therefore, adolescents may be reassured that they are able to learn a language very well in spite of not starting their study until secondary school. What different abilities do they possess which will counterbalance the age factor?

> Although the capacity for easy imitation is diminishing
>
> The older learner . . . may compensate for these handicaps by the strength of his motivation, by mature insight into the value of the learning process, and by having specific goals that serve to focus the effort.[7]

Assuming that it can be a "handicap" to pronunciation and comprehension to come later to language study, what then are the compensations?

First, older students are probably better motivated to learn because they are able to understand more clearly the value of having another language. For them the opportunity for travel and jobs is nearer at hand and the capacity to appreciate other cultures is better developed. No doubt they have taken a larger part than the younger children in the decision to enroll in the particular language course. Second, older students are naturally more experienced in the learning process. They have a better developed capacity to memorize, to analyze and to generalize, and so are able to absorb a greater amount of learning in the space of time allotted them. Third, older pupils are more accustomed to learning indirectly, that is, by the written approach to a subject, by association and synonyms. So they will probably find printed "props" helpful and reassuring.

We may think of it this way: the younger student brings primarily physical advantages, and the older, mainly intellectual advantages to the learning situation. "As the curve of learning by imitation declines with increasing age, the curve of learning by analysis rises."[8]

> All that any person needs, to learn a foreign language successfully, is freedom from fear of being conspicuous by making "funny noises" of new associations of form and meaning; a reasonably good memory; and a willingness to progress by trial and error, not being afraid to make mistakes, but being willing to learn from those one makes. All of these prerequisites are matters of attitude, rather than of innate ability. Given these attitudes and a reasonable amount of energy and application any normal person . . . can learn a new language successfully.[9]

An item concerning response to the other culture should probably also be mentioned. Effective language programmes include as one of the goals the development of positive feelings toward the culture concerned. However, Burstall's findings support:

> the view put forward by Lambert and Klineberg (1967) that affectionate and outgoing attitudes toward foreign peoples reach their peak at about the age of ten and, thereafter become progressively less favorable.[10]

Teachers attempting to reach this goal should not become discouraged at what research indicates is an inevitable decline in such positive feelings. At the same time, teachers should continue to teach interesting and current information concerning the culture in order to place the language in its true context and in order to stem the tide of declining attitudes as much as is possible.

[7]Burstall, *op. cit.*, p. 115.

[8]Brooks, Nelson, *Language and Language Learning: Theory to Practice*, 1964, New York, Harcourt, Bruce & World, Inc., p. 117.

[9]Hall, Robert A. Jr., *New Ways to Learn a Foreign Language*, 1966, New York, Bantam, p. 83.

[10]Burstall, *op. cit.*, p. 167.

A further area of particular problem to adolescents is confidence in speaking the language. Burstall reports that for all adolescents, although not so strongly among those with elementary experience, there was:

> an increasing anxiety regarding the necessity to speak in French[11]

which is supported by Ferri in studies of other subject areas. These studies indicated that high-achieving students, and especially girls, gave greater evidence of anxiety about school work in general than did any other group of students.[12] Again, the goal of facility with speaking should be maintained but the teacher should understand the particular problem adolescents face.

In conclusion, before we ask if there is an ideal age to start learning a second language, we must first determine the reason for studying it.

> Each age of learning has its own particular advantages and disadvantages. Therefore, rather than asking whether language learning at such and such an age is effective, the question should be: How can one create an environment in which effective language learning can occur?[13]

We are aware that one of the most determining factors in success in any learning situation is motivation. The desire to achieve in second language study will go a long way towards compensating for what could be a disadvantage, for example, starting German at 14 and hoping to speak without an accent. Although we cannot control the motivation our students bring to the second language classroom, nor sometimes their age, we can influence their attitude, and thus their success, by providing a happy and encouraging study environment.

Time and attitude undoubtedly override age as factors in second language performance. The number of hours spent in studying the language plus a desire to succeed are more crucial to achievement than whether the language was introduced at 8, 11, 14, or 18!

[11] *op cit.*, p. 168.

[12] *loc. cit.*

[13] Buckby, *op. cit.*, citing Stern, p. 14.

How do organizational factors affect the teaching of a second language ?

Choice of Teacher

At the secondary level, where a teacher seldom instructs the same class in more than one area, the language teachers should ideally be specialists, able to devote more time to immersing themselves in all aspects of language teaching. It is important to note that the Burstall study states:

> . . . effective teaching is considered a more important factor than linguistic proficiency in determining the pupil's level of achievement in French[1]

although both factors have a positive correlation to achievement.

On-going intensive in-service is necessary to maintain and enlarge effective second-language teaching techniques and linguistic proficiency. It is particularly important in British Columbia because of its geographic isolation, separation from a distinct grouping of German-speaking people, and the expense of travelling to countries where the language is continually spoken.

Size of Class

Many writers in the area of second language learning feel that:

> . . . the alert and vigorous teacher can accomplish a great deal even with a class of twenty-five or thirty. But anything over thirty is unmanageable, by any method whatsoever, . . .[2]

In a class of 15 the child's chance of having the teacher's undivided attention is twice as great as in a class of 30. Repetition, so essential to the acquisition of a language, can be done in groups, but in this way a teacher cannot so easily detect individual weaknesses and mistakes.

However, the findings of the primary stage of the Burstall experiment did not indicate that the level of achievement, whether rated by objective tests or by inspectors, was related to the size of the class. Nevertheless, the report acknowledged that pupils in smaller classes have more opportunity of practising their oral French and the slower children have a better chance of participating in the lessons.[3] The N.F.E.R. study found that teachers of smaller classes showed a significantly more 'positive' attitude to teaching the language than those of large classes.[4] Their lighter work load is bound, one way or another, to affect the atmosphere of the class.

[1]Burstall, Clare, *Primary French in the Balance*, 1974, Windsor, N.F.E.R. Publishing Co., Ltd., p. 208.

[2]Hall, Robert A. Jr., *New Ways to Learn a Foreign Language*, 1966, New York, Bantam, p. 82.

[3]Burstall, *op. cit.*, p. 208.

[4]*op. cit.*, p. 68.

Interrupted Learning

As any other skill, language grows rusty with lack of practice. Even though a language skill is never entirely lost —

> . . . after many years of disuse an adult who takes up skating, say, can learn the skill quickly if he really possessed it in childhood.[5]

— it is wise to avoid interrupted learning.

Semestering, a form of interrupted learning in the secondary school, should be avoided if at all possible in the study of another language, or should allow for continuous study from one semester to the next within the school year.

> The pupils must have the opportunity to exercise their growing skills every day . . . if they are to retain and use with facility what they are learning.[6]

Since language learning is a continuous process, to cause periods of inactivity is harmful as well as inefficient. Once a foundation of speech is laid, it must immediately and constantly be built upon or the refreshing and reviewing which is necessary following a break in instruction will slow down the learning process.

[5]Parker, William R., *The National Interest and Foreign Languages*, 1961, Washington, U.S., Dept. of State, p. 138.

[6]Rivers, Wilga M., *Teaching Foreign — Language Skills*, 1968, Chicago, University of Chicago Press, p. 316.

What other factors should be considered in a second language programme ?

The Students' Ability

Should children of less than average intelligence be deprived of the opportunity to learn another language?

> . . . students who score low on aptitude tests, but are motivated to language study, can be successful.[1]

claim several British language educators, and also that

. . . verbal ability is independent of "higher" mental processess such as generalization, abstraction, judgment, and reasoning.[2] Gardner and Lambert, known for their study of bilingualism in Montreal elementary schools, claim in a study of secondary school language learning:

> Intellectual capacity . . . appears to have little to do . . . with the ability to speak French properly . . . to acquire a characteristic accent, or to comprehend complex discussions in French.[3]

Primary teachers in the N.F.E.R. experiment, the majority of whom were impressed by the progress of pupils whose ability had been measured less than average in other subjects commented that

> . . . children of below-average ability in other subjects should definitely learn French as they often gain confidence in the mainly oral subject, despite their lack of ability in written subjects.[4]

According to Burstall, learning an oral subject can be a refreshing change to pupils who in other areas are "battling with written words, letters, sentences, and grammar."[5] However, with the introduction of reading and writing, progress of students in the lower ability range was slowed considerably. In the Gardner and Lambert study, competence in French grammar, vocabulary and reading appear to be directly related to I.Q.

Therefore, it is likely that within the increased oral-aural emphasis of new secondary language programmes, students of lower academic ability will be more comfortable. The writing and reading aspects, however, are likely to cause them the same problems they do in other subject areas.

[1]Lange, Dale E., *Britannica Review of Foreign Language Education*, vol. 1, 1968-9, Chicago, Encylopedia Britannica, p. 47.

[2]Lange, Dale E., E. James, and J. Charles, (eds.), *Foreign Language Education: A Reappraisal*, 1972, Skokie, Illinois, National Textbook Co., p. 172.

[3]Burstall, Clare, *Primary French in the Balance*, 1974, Windsor, N.F.E.R. Publishing Co., Ltd., p. 65.

[4]*loc. cit.*

[5]Gardner, R.C. and W. Lambert, *Attitudes and Motivation in Second Language Learning*, 1971, Rowley, Mass., Newbury House Pub., pp. 36-37.

The Students' Background and Sex

Students' background, and to a much less degree their sex, may influence their performance in second language studies. Dr. Burstall presents evidence that the students' socio-economic background influenced their success in French:

> On each occasion of testing, high . . . scores tended to coincide with high-status parental occupation and low . . . scores with low-status parental occupation.[6]

She cites four other educational researchers whose views support her own,[2] concluding that professional class parents give more encouragement to their children in a new learning experience and have higher expectations of their academic progress.[7] These parents probably understand more clearly the value of foreign languages as an opener of doors to activities they foresee for their sons and daughters, whereas children of semi-skilled or unskilled parents, who themselves have not had the opportunity or desire to study another language, are more likely to pick up at home the spoken or unspoken message that achievement in this area is not a high priority.

The report notes also that a history of failure in other school subjects, which again is related to background, tends to give children low expectations of themselves in a new learning situation (in this case a second language). However, this is not confined to second languages, and should not be used to dissuade children of low socio-economic background from taking it. Coleman, in his massive study in this same area, strongly indicated that socio-economic background is the single most determining factor in educational achievement in all subject areas.[8]

Is it true that girls learn languages more easily than boys? Dr. Burstall reports that:

> In the field of foreign language learning . . . there are few studies which have supplied data on sex differences in achievement . . . Carroll (1963) did report that girls showed a slight but significant superiority to boys in foreign language aptitude . . . .[9]

She found that during the primary stage of her study on how French is learned, girls achieved somewhat better than boys. She warns, however, against assuming that girls are better equipped mentally to deal with another language. Evidence tends to show that social cultural pressures on the young girl motivate her to achieve in language study.[10] Still a common attitude among many people is that acquiring a second language is more suitable or admirable for girls than for boys.[11]

As in other school subjects at the secondary level, the difference between the two sexes in second language achievement almost diminishes. At this stage, there may be another reason why girls do slightly better than boys. Another language, especially French, may seem more relevant to traditional female employment opportunities, such as teaching and travel hostessing.

[6] Burstall, *op. cit.*, p. 31.

[7] *loc. cit.*

[8] Coleman, James S., *Equality of Educational Opportunity*, U.S. Dept. of Health, Education and Welfare, 1966.

[9] Burstall, *op. cit.*, citing Douglas (1964), Wisenthal (1965), Morris (1966), and Lunn (1970), p. 29.

[10] *op. cit.*, p. 30.

[11] *op. cit.*, p. 60.

Effect On Other Subject Areas

Unfortunately, almost all of the studies on the effect of studying a second language on achievement in other areas has been conducted at the elementary level. It seems that, provided that the mother tongue is well established at the introduction of another language, most studies show that learning a second language has no significant effect on the achievement in other areas of the primary school curriculum.

Carroll (1960) and Potts (1967) found that teaching a few minutes of second language each day in the elementary school had no adverse effect on reading proficiency and general school achievement.[12]

Leino and Haak (1963), after a three year study on the teaching of Spanish to elementary school children in Minnesota, concluded that:

> . . . the deletion of time from arithmetic, language and social studies to devote to the study of Spanish had no detrimental effect upon measured achievement in the subject area from which time was taken.[13]

Burstall suggested that the effort made by less able students to understand spoken French helped improve their powers of concentration:

> In French lessons, children have to listen particularly carefully and this intensive listening, which can carry over into other subjects, is especially good for the least able.[14]

The Canadian team of Lambert et al from McGill University, who for a number of years investigated the intellectual and emotional effects of using French as a medium of instruction at the kindergarten and elementary levels, found (1973) that

> Experimental pupils reach as high a level of achievement on tests of basic skills which involve the use of their mother tongue as do control pupils whose early education has followed a conventional monolingual pattern.[15]

There seems therefore to be no proof that the learning of a second language is harmful to other subject areas but some evidence that it may stimulate other studies.

[12] *op. cit.*, p. 42.
[13] *op. cit.*, p. 43.
[14] *op. cit.*, p. 208.
[15] *op. cit.*, p. 43.

What are some successful ways of teaching a second language?

We have now looked at why we teach modern languages, how age effects their learning, and what various other factors influence language teaching. What then are the best ways of teaching another tongue?

To begin with, we shall want to discuss with the students the reasons why they are learning a new language: a deeper understanding of different cultures, practice in changing mental habits, more enjoyable travelling and better opportunities for certain jobs.

> You may want to tell them that
>
> The new language you are learning will be easier if you do not expect it to behave like English. It will have different sounds and its words will have different kinds of meaning fitted together in un-English ways.[1]

Most of the methods used with the pre-adolescent will be employed with older pupils, with modifications appropriate to their age.

Classroom surroundings should be attractive and stimulating, evoking the country where the language is spoken. Why do we bother at this level with colourful travel posters, photographs, objects and written information relating to the foreign country? Burstall claims that when pupils are brought into contact with other cultures their ability to understand other peoples' feelings and to appreciate details of other peoples' behaviour is developed more rapidly than when they are learning a foreign language in a monocultural setting.[2] Hopefully, the atmosphere of the classroom will encourage the students to want to visit the country. As Burstall says

> . . . mere learning of the foreign language is not enough to promote positive attitudes toward the foreign culture . . . It was found repeatedly that pupils who had been to France differed significantly in attitude and achievement from those who had not had this opportunity.[3]

Because of the later start, time is more of the essence. The teaching approach will shift in emphasis from "see-hear-say" the work to "hear-say" or "read-say". However, it is wise to use as a general guide that hearing should precede speaking, translation kept to a minimum, long periods of passive listening avoided, reading and writing delayed until the pupils become familiar with the sounds of the speech. Grammar, taught in the context of a spoken phrase or reading passage, will be dealt with more deeply and frequently.

Because the secondary students are bringing to language learning knowledge of the learning process, a greater capacity to memorize, higher analytical abilities, and a new focus in learning primarily through reading and writing rather than orally, a more systematic approach to language learning than that used at an elementary level including "traditional" methods can, and should, be used. The Burstall studies indicate that this approach is also favoured by students.[4]

[1]Walsh, Donald D. (ed.), "Advice to the Language Learner", *Modern Language Journal*, May, 1966, p. 261.

[2]Burstall, Clare, *Primary French in the Balance*, 1974, Windsor, N.F.E.R. Publishing Co., Ltd., p. 236.

[3]*op. cit.*, p. 235.

[4]*op. cit.*, p. 168.

However, in using the students' new ability to learn through analysis, through reading and writing, we must always remember that today it is more important that another language be taught to be spoken. Well-known U.S. language teacher, Wilga River, puts it this way:

> Students come to the study of foreign language in high school with the strong conviction that language means "something spoken". They are often discouraged and lose interest when they find that the foreign language study is just like other school subjects, "learning a whole lot of stuff from a book," and that being able to speak the language is some far-distant goal, attainable after years of uninteresting and uninspiring labor.[5]

Fun should be part of language learning at the high school level, too:

> If we try to project what a student is likely to remember 10 or 20 years after his exposure to second language instruction, it seems certain that he will remember the big splash activity, the flamboyant flair, the bubbly brouhaha rather than the day-to-day conventional curriculum. Many teachers should treat the preparation for these programs as part of the curriculum: teaching the vocabulary and structures, teaching the dialogues and dialogue adaptation, teaching the songs, the gestures, the information needed for making suitable stage scenery and props, writing the letters of invitation . . .[6]

Some U.S. secondary schools include in their foreign language courses sections which are both imaginative and practical. "German for Travellers" involves reading about Germany, using maps, reading timetables, watching films, speaking with local German-speaking residents, and learning how to check into a hotel and order meals. Another school offers Spanish for careers, where roles are acted out in a simulated doctor's office, restaurant, and airline facility.[7] What learning activity could be more relevant to real life situations?

We must, at all levels, find the approach and activities most suited to our capabilities and to our students' needs. We must be flexible in our teaching methods, but never lose sight of two facts. First, a language must be constantly spoken and used. Second, almost certainly we shall not produce truly bilingual people in the present system, so if we pass on to our students a willingness to try to communicate plus an affection and respect for another language and culture we have done well!

[5]Rivers, Wilga M., *Teaching Foreign — Language Skills*, 1968, Chicago, University of Chicago Press, p. 161.

[6]Lange, Dale E., E. James, J. Charles, (eds.), *Foreign Language Education: A Reappraisal*, 1972, Skokie, Illinois, National Textbook Co., p. 206.

[7]*Loc. cit.*

Conclusions and cautions

Conscious of these recent findings what can we expect in the 70's and 80's from second language teaching in British Columbia?

First, we must keep in mind that all these studies, no matter how impressive they might appear, have their limitations. Language learning is not a cut and dried matter and many of the research conclusions are subject to dispute. However, we can learn much from these current studies and from those yet to come:

> Present knowledge about . . . language teaching is not complete, and the modern language teacher should remain receptive to continuing innovations in the field.[1]

With regard to the best time to introduce a second language into the curriculum:

> In the 60's the mistake was made of expecting miracles merely by starting young. The miracles have not come about. Starting late as such is not the answer either.[2]

The conclusions seem to be that at each age the student brings special abilities to learning a second language and that best results can be achieved if these abilities can be capitalized upon.

If we are sensible we do not set our hearts on producing truly bilingual people. Our culturally isolated geographical location, the great financial cost involved in setting up an effective language programme, and our lack of skill and fluency in another tongue mitigate against it. Traditionally, competence in reading and writing has been easier to accomplish in a setting like ours, with the problem lying in the area of understanding and speaking. However, we must teach a language to be spoken, constantly stressing and encouraging the aural-oral aspects.

What then can we realistically hope to achieve in the way of language skills? We can expect that our students develop abilities in comprehension and speaking ranging from basic communication: "One ticket to Geneva, please" to an actual working knowledge of the foreign language; for example, the ability to discuss in simple terms a movie seen recently. And even more important, we hope that although our students may not always speak perfectly they are always willing to try to communicate.

So besides hoping that a second language can make a valuable contribution to the educational development of our children, let us ask if the language we teach can be acutally used. This is our challenge.

[1]Chastain, Kenneth, *The Development of Modern Language Skills: Theory to Practice*, 1971, Philadelphia, Centre for Curriculum Development, Inc., pp. 154-5.

[2]Stern, H.H., *Optimal Age — Myth or Reality?* May, 1975, University of Toronto, in an address to the Fifth Annual Conference of the Canadian Association of Second Language Teachers, Edmonton, Alberta.

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